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WORLD FRIENDSHIP AND CHILDREN'S LITERATURE

HUGH LOFTING

TO do justice to a subject like "World Friendship and Children's Literature" much space would be required, to say nothing of much knowledge and skill. Yet for me—no matter how poor my equipment—it is a topic that has passed from the role of hobby-horse to something like a driving obsession. And I never allow an opportunity of speaking or writing upon it to slip by.

I hope I may be forgiven for framing this in the first person—it always has such a didactic sound. But it is not that I claim any copyright ownership on the sentiments expressed—I realize that many of them are already acknowledged by a great number. It is only that I find this an easier way of saying what I have to say.

Somewhere between the signing of the Armistice and a year after the ending of the War I came to the conviction stage of two slowly maturing conclusions. One was that if civilization is to go forward from its present pass some form of *rational internationalism* is necessary; and second, that the hope of *internationalism* and *permanent peace* is only to be looked for in *an enlightened development of the children*.

All sorts of things have been advanced by economists, sociologists, and political thinkers as causes of the World War. But for me there can be no doubt that if one goes back far enough, war of any kind would always be impossible without these traditional animosities that were *instilled into—bred into—the children*. Even today—when we have all done a good deal of growing up since 1924—any of us can, by looking inward, find some intuitive involuntary dislike for a nation or a race planted in us by our forbears. We may pride ourselves on being dispassionate and unbiased; but in a quarrel with a foreigner it always comes back, that terrible provincialism, that tribal prejudice.

Realizing then that a stable internationalism, a permanent peace, must be a question of several generations, I have no hesitation in saying that the most fundamental factor is the undoing, in the new generations, of the mis-education of the past.

If we turn to the folk-lore of any nation we find it saturated in race hatred and prejudice. In considering what our children

shall read the problem appears difficult; but in considering *how* they shall read the way should be clear.

In the usual standard lists for children's reading much that is good, much that is historical and informative, is mixed with that which is bad and biased. As a general rule it is dangerous to forbid a child to read along specified lines. It makes him inquisitive; and he resents the prohibition as a reflection on his judgment. But, broadly speaking, there are two classes of reading that ought to either disappear or be properly counteracted by supplementary information. One is the story or poem whose keynote is *racial animosity* or *contempt*; the other is the "Boy's Book of Battle Heroes" and its ilk which conjure up for youngsters visions of military careers that no longer exist. It is more important that boys should be told *what war is*, than *what war was*.

War at one time may have been a glorious gallop across a plain with a bugle and a flashing sword. But those days are gone, never to return. War is now a chemical competition, not a contest of valour or muscle. Any boy who wants to read about the military heroes of the past should also be shown *what modern warfare is* and what modern militarism leads to.

When Cardinal Richelieu set out to abolish duelling in France people said, "It can't be done. This is one of the fundamentals. It's part of human nature." But it was done. And settlement of differences between gentlemen by means of pistols and swords is now regarded as a joke. The die-hards are very fond of that old phrase: "You can't change human nature." They forget that it is not so long ago that there was no human nature, and that, beginning from nothing, it is changing, albeit slowly, all the time. And so the day must come when organized war will be looked back upon, not quite as a joke, but certainly as an archaic barbarity. Of that there can be no question. The important present consideration is: How many more world holocausts must we have before we decide to

get together and abolish War?

The abolishing of it would not be so hard if the getting together were easier—if our forefathers had not been quite so conscientious in educating us in race hatreds.

I do not think that it would be too much to conjecture that one more world war might quite conceivably exterminate the human race. (Incidentally, when we hear certain tub-thumping demagogues stirring the sheep-like crowd, it appears to me that it might be a good thing to let one of the other races try its hand at running the world. I know some dogs to whom I would like to give a chance at sociological and political economy.)

Yet with human extermination the certain destination of modern militarism, we still go on with our war preparedness parades when what we need is *peace preparedness co-operation*.

If a whole new generation were born tomorrow, segregated and *educated in the truth only*, there would be *no more war*. But we still have remnants of our own generation who will not forget that folk-lore. That is why this quite accessible objective, *permanent peace*, has to be put off till we can *undo the mis-education of the past*.

A large section of humanity is always loath to admit the past out-dated. It is one of our protests against the transience of things human. We yearn for *permanence* and *immutability*. For that we put up the Tower of Babel, the pyramids and St. Paul's Cathedral. Buildings when they get old-fashioned are attractive. But not so, always, with institutions. Duelling is not the only "honourable" thing that long outlived its usefulness. "What was good enough for father is good enough for me," says the old conservative. Exclusive patriotism in its day was a good thing, perhaps. So was the sail-boat. So, too, at times, duelling may have been—and war. But today the sail-boat means slow transport and restricted cargoes; boastful exclusive nationalism means the upkeep of enormous armies and

navies; and war means the eventual extermination of the human race. *Nothing*—whether it be a hand-saw or a sacrament—that was good enough for father should be good enough for me if I can improve on it.

There is more connection than at first appears between the sail-boat and this exclusive nationalism. In the days when transport and communication were slow, acquaintance with the foreigner was more difficult. There was some excuse for prejudice and bigotry when *ignorance* was *fear* and *remoteness* spelt *distrust*. Nowadays we know that the man on the other side of the channel, or the mountains, or the ocean does *not* grow horns on his head. And if he eats with a piece of stick instead of a fork it is only because he hasn't had the chances we have had to read the book of etiquette or because his cuisine calls for different table-ware.

The enemies of internationalism—who are of course the opponents of *permanent peace* because the two cannot be separated—often mislead themselves and others by thinking of that state as a sort of mixture between a factory riot and Ellis Island. The abolition of national armies and navies in favour of an international police force is not necessarily going to plunge the world in a welter of blood; nor is it going to take away from anyone the independent privilege of choosing his own friends. To teach the children that all races are equal—given equal chances for enlightenment—does not mean that Tommy must give up his Irish playmates and take to middle-Europeans if he does not want to. In any one country we already have many different firms competing for trade. But we do not therefore allow Mr. Rockefeller to equip an army and go to war with Mr. Morgan to settle a dispute over the mining rights to Pennsylvania oil fields. They have to take their differences to a court of law. That is all that *rational internationalism* asks: that in this small planet, dominated by the species Man, the different firms, or races, or local political parties, shall go to the *law-courts*

with their arguments *instead* of maintaining a band of *hired slayers*.

Again, to support the theory that disarmament is dangerous this specious argument is sometimes resorted to: That while we may be against crime we would not therefore propose abolishing the police-force and leaving the public to chaos and the mercy of evil-doers. In answer to this it is only necessary to point out that the police exist for many other duties besides the suppression of lawlessness; and that it is not proposed by the wildest advocates of *internationalism* to do without an *international police* of some kind. This force would regulate the unruly brigand bands and guerilla generals in any part of the world in the same way that the police keep in check the thug-gang.

In conclusion—again apologizing for what may seem personal and didactic—may I, since I have been asked to give my *views on the trends* that a new Literature of World Friendship for Children should take, re-iterate some of the *aims* that, in my opinion, such a literature should include?

1. That what was a good thing in the past is not necessarily a good thing in the present.
2. Everything and anything that shall help toward bringing up the new generation broad-mindedly, internationally just, instead of narrowly, nationally prejudiced, should be given consideration.
3. That all races and nations, given equal chances for enlightenment, are in the aggregate equal—for good and bad—though not always in the same ways.
4. That internationalism does not mean violence and bloody riots nor surrendering individual liberty.
5. That the continuance of modern militarism must inevitably lead to the extermination of Man.
6. That there are lots of kinds of heroes besides those of the battlefield.
7. That "God's Country" is not *my* country but the Universe.

INTERNATIONAL FRIENDSHIP THROUGH CHILDREN'S BOOKS*

An Illustrative List

CLARA WHITEHILL HUNT

Superintendent of the Children's Department, Brooklyn Public Library

The following are merely "Samples" of the kind of books on which children's hearts and minds should be nourished if they are to absorb ideals of justice and generosity, and breadth of interest, without which roots no international friendships can grow.

Here are books of imagination only, not information books, the list being necessarily short.

*The paper by Miss Hunt discussing this subject was published in part in *The Christian Science Monitor*, November 12, 1924.

POETRY AND THE BIBLE

Olcott.....	Bible Stories (Old Testament).....	Houghton	\$3.00
Gillie.....	The Story of Stories (New Testament).....	Macmillan	2.00
Edgar.....	Treasury of Verse for Little Children.....	Macmillan	2.50
Stevenson.....	Home Book of Verse for Young Folks.....	Holt	2.75
Untermeyer.....	This Singing World.....	Harcourt	3.00
De la Mare.....	Come Hither.....	Knopf	6.00

PICTURE BOOKS

WITH ENGLISH TEXT

Boutet de Monvel.....	Joan of Arc.....	Century	4.00
Caldecott.....	Picture Book No. 2.....	Warne	2.25
Grant.....	The Story of the Ship.....	Bradley	1.50
Greenaway.....	Under the Window.....	Warne	2.50
Le Mair	Our Old Nursery Rhymes.....	McKay	3.00
Nemcova.....	The Disobedient Kids (Bohemian).....	Brentano's	1.75
Walter.....	Some Nursery Rhymes of Belgium, France and Russia.....	Macmillan	3.00

WITH FOREIGN TEXT

(Obtainable at Brentano's at the following prices)

Boutet de Monvel.....	Viellies Chansons (French).....	3.75
Lefler.....	Kling Klang Gloria (German).....	2.00
Humperdinck.....	Sang Und Klang furs Kinderherz (German) 2 v.....	ea., 1.50
Oddone.....	Cantilene Popolari dei Bimbi d'Italia.....	3.50
Pagani.....	Grilli Canterini Canzoni Popolari (Italian).....	6.00
Adelborg.....	Bilderbok (Swedish)	2.50
Beskow.....	Borgmäster Munte (Swedish).....	1.75
Bilibine.....	Volga (Russian)	5.00
Pushkin.....	Skazka O Rebake (Russian).....	.50
Yakovskoe.....	Spashaia Tsarevna (Russian).....	.50

FAIRY TALES AND OTHER FAMOUS STORIES

Baker.....	Shasta of the Wolves.....	Dodd	2.00
Cervantes-Saavedra.....	Don Quixote, retold by Parry.....	Dodd	2.50
Colum.....	The Children of Odin.....	Macmillan	2.00

Harris.....	Uncle Remus.....	Appleton	2.00
Hawthorne.....	Wonder Book	Many editions	
Hudson.....	A Little Boy Lost.....	Knopf	2.00
Kipling.....	The Jungle Book.....	Doubleday	1.90
Lagerlof.....	Wonderful Adventures of Nils.....	Doubleday	1.90
Lorenzeni.....	Adventures of Pinocchio.....	Many editions	
MacDonald.....	At the Back of the North Wind.....	McKay	3.50
Malory.....	The Boy's King Arthur, illus. by Wyeth.....	Scribner	2.50
Pyle.....	Merry Adventures of Robin Hood.....	Scribner	3.50
Sawyer.....	This Way to Christmas.....	Harper	1.75

STORIES OF MANY LANDS

Brooks.....	Boy Emigrants (The West).....	Scribner	1.50
Smith.....	Jolly Good Times (New England).....	Little	1.75
Pendleton.....	King Tom and the Runaways (The South).....	Appleton	1.75
Snell.....	Captain Kituk (Eskimo).....	Little	1.75
Duncan.....	The Adventures of Billy Topsail (Newfoundland).....	Revell	1.75
Wallace.....	Ungava Bob (Labrador).....	Grosset	1.00
White.....	The Magic Forest (Canadian forest).....	Macmillan	1.00
Gaines and Read.....	The Village Shield (Mexico).....	Dutton	2.00
Ewing.....	Jackanapes (England)	Bell	4/-
Hughes.....	Tom Brown's School Days, illus. by Sullivan (England).....	Macmillan	1.40
Shaw.....	Castle Blair (Ireland).....	Little	2.00
Canfield.....	The Refugee Family (France).....	Harcourt	1.75
Martineau des Chesnez.....	Lady Green Satin and her maid Rosette (France).....	Macmillan	2.00
Portor.....	Genevieve (France)	Dutton	2.00
Spyri.....	Heidi (Switzerland) Illus. by Tenggren.....	Houghton	2.00
	Illus. by J. W. Smith.....	McKay	3.50
Perkins.....	The Dutch Twins.....	Houghton .....	.88
Dodge.....	Hans Brinker (Holland).....	Many editions	
Westergaard.....	Henry and his Travels (Austria & Denmark).....	Appleton	2.00
Morley.....	Donkey John of the Toy Valley (Tyrol).....	McClurg	1.35
Zwilmeyer.....	What Happened to Inger Johanne (Norway).....	Lothrop	1.75
Crichton.....	Peep in the World (Germany).....	Longmans	
Haskell.....	Katrinka (Russia)	Dutton	2.00
Stanley.....	My Kalulu (Africa).....	Scribner	1.75
Paine.....	The Dragon and the Cross (China).....	Scribner	1.50
Gaines.....	Treasure Flower (Japan).....	Dutton	2.00
Stuart.....	The Adventures of Piang (Philippines).....	Century	1.75

HISTORICAL STORIES

Dudley.....	The King's Power (America).....	Lothrop	1.75
Meigs.....	Master Simon's Garden (America).....	Macmillan	2.00
Clemens.....	The Prince and the Pauper (England).....	Harper	2.25
Dix.....	Merrylips (England)	Macmillan	2.00
Huntington.....	His Majesty's Sloop Diamond Rock (England).....	Houghton	1.75
Pyle.....	Men of Iron (England).....	Harper	2.00
Yonge.....	The Little Duke, illus. by Millar (France).....	Bell	4/-
Pyle.....	Otto of the Silver Hand (Germany).....	Scribner	2.50
French.....	The Lance of Kanana (Arabia).....	Lothrop	1.25
Snedeker.....	The Perilous Seat (Greece).....	Doubleday	1.75

SEA POETRY

Literary Appreciation Taught Through Projects

ANGELA BROENING

Department of Education, Baltimore

Conducted with a special class of gifted 4th, 5th, 6th grade children, George Washington School, Baltimore, January-April, 1923.

AIMS:—

To have the children make a contact with the fine arts through an intensive and appreciative study of one theme.

To stimulate a permanent interest on the part of children in poetry and pictures of the sea and to cultivate their ability to appreciate the artist's attitude toward the sea, the reasons for his attitude, and the artistic technique he used in conveying his feeling to others.

This may lead the children feeling only abandon on the sea to realize a need of caution; the timid to contemplate the beauty, mystery and thrill of the sea. All children will have their pleasure in the sea itself heightened by finding poetic expression of the emotions which they had been unable to describe.

METHOD:—

(Roman numerals indicate a unit of work.)

I. a. *Class discussion* yielding each child's own feeling toward the sea gained from bathing, swimming, boating, travelling on or near the sea. This led to the conclusion that some people feel a love of the sea, some a fear of it. The children, when asked if they knew any poems in which the poet expressed either love or fear of the sea, responded with the titles of Proctor's "The Sea" and Longfellow's "The Wreck of the Hesperus." They were asked to think over these poems and find some line or lines which unmistakably conveyed this attitude.

Children gave these lines as showing evidence of—

Love of the sea:

Proctor—

"I'm on the Sea! I'm on the Sea!
I am where I would ever be!"

"I love (O how I love) to ride
On the fierce, foaming bursting tide."

"I never was on the dull tame shore
But I love the great sea more and more."

Fear of the sea:

Longfellow—

"I pray you put in yonder port
For I fear a hurricane."

"Such was the wreck of the Hesperus
In the midnight and the snow;
Christ save us all from a death like this,
On the reef of Norman's Woe!"

b. *Silent Study*, in groups of three, of several poems portraying one attitude toward the sea. Poems were selected by the teacher and assigned to groups so that children fearful of the sea read of its beauty and thrilling adventure; those feeling only the abandon of it, read poems showing its destructive power.

The children were asked to find the poet's attitude toward the sea and to check one or two lines that expressed especially well this attitude. They were given the privilege of reading aloud to each other, if they preferred to do so.

c. *Socialized recitation*—After thirty minutes of group study, a child from each group was allowed to tell the class the poet's feeling towards the sea, e. g., if he loved it

or feared it. Then the child read lines from the poems and the audience was asked to discover why the poet feared or loved the sea.

At this point the teacher organized on the blackboard these data as the children gave them:

The love of the sea:

- a. Beauties of the sea:—
Tides, motion of waves;
Sea gulls;
Phosphorescent gleam of the sea;
Music of the sea;
- b. Vastness of the sea.
- c. Gypsy life-adventure.
- d. Usefulness, food, transportation.

Fear of the sea:

- a. Takes human life.
- b. Wrecks property.
- c. Makes people lonesome for those they've left behind.

As announced at the beginning of the socialized recitation, children were permitted to call here for the reading of the whole poem by the teacher or a child. They asked to hear Masfield's "Sea Fever."

As a summary of the analysis of people's attitudes toward the sea, the teacher read Emerson's, "I Heard or Seemed to Hear."

d. *Assignment*—Children were asked to read at their leisure, if they wanted to, the poems not studied in their own group. A child suggested that a record be kept of the poems they read. Suggestions grew until a plan was decided upon to have "An Annotated Bibliography of Sea Poetry" in which they would list under the various attitudes toward the sea, the author, title, and striking line or lines. Other children added the possibility of telling also how they themselves felt about the poem.

Assignment—To see which of the sea pictures that we have in our art gallery, text books, story books, newspapers, magazines, etc., illustrated these reactions to the sea, e. g., Millais "Boyhood of Raleigh" the lure of the sea; the possibility of an adventurous life on the sea.

II. *Out of class time* children made individual lists of sea pictures in School 22 Art Gallery. Turned lists over to chairman.

Chairman recorded name of each picture and number of children seeing it.

III. *Free periods*, before school and at odd moments in classroom library, and after school at public library, children read the sea poems and made records in their "Annotated Bibliographies."

IV. *Class recitation*—The chairman's list of sea pictures put on the board. Class checks the children's classification of the pictures as to love or fear of the sea. Titles of poems were suggested which conveyed the same sentiment as the pictures, e. g.,

Millais, "Boyhood of Raleigh"—Longfellow's "The Secret of the Sea."

"Ah! what pleasant visions haunt me,

As I gaze upon the sea;

All the old, romantic legends,

All my dreams come back to me."

Homer, "Fog Warning"—Mitchell, S. W., "Storm Waves and Fog on Dorr's Point, Bar Harbor."

"The fog's gray curtain round me draws,

And leaves no world to me,

Save this swift drama of the stirred

And restless sea."

V. *Socialized recitation*—After three weeks children compared "Annotated Bibliographies" and had the privilege of calling for oral reading of any poem in which the child's report piqued their interest.

VI. *Voluntary contributions* by children of sea pictures from magazines and newspapers, clippings as to actual human responses to the sea, additional poems and collections of poems from public and private libraries for children's use in school.

Samples of clippings:

Baltimore Evening Sun—February 8, 1923:

"Dad Waits at Pier Here for Young Run-away Sailor."

The Father excuses his son because he himself has loved life on the ocean so much.

Baltimore Evening Sun—February 8, 1923:

"Many Ships Fogbound as Mist Covers Bay."

Baltimore Evening Sun—February 4, 1923:

"Tidal Waves Hit Hawaiian Isles."

Fishermen drowned. Boats smashed.

VII. *Group activity*—Five chairmen were appointed by the class to accept verses selected to accompany children's pictures. Boys and girls of each committee voted on the selection as to its appropriateness for the

picture. The chairman wrote the chosen lines under the picture in the class Album of Sea Pictures.

VIII. *Socialized recitation*—After two weeks of collecting, classifying, etc., at informal times, chairman showed pictures, read verses selected by his committee, and the class as a whole voted on whether or not the lines selected conveyed the same sentiment as the picture.

IX. *Class period*—Examination to test the children's control of the subject matter and their ability to make correct judgments. Each child was given a poem to read for himself to discover the poet's attitude, his reason for it, and the artistic technique, i. e., the kind of imagery, rhythm, rime he used to convey this sentiment. Class criticized each individual as he reported his conclusions. Class was permitted to select the poem it liked best to memorize at a later class period.

X. *Memorization*—whole method—of poem preferred by majority of children. Cunningham, "A Wet Sheet and a Flowing Sea."

XI. *Voluntary contribution* by two boys of original verses about the sea. (See Appendix B.)

XII. *An illustrated talk* was given by a child, using the lantern slides available at School 22. This child had studied the pictures in advance, looked them up in the "Descriptions of Educational Lantern Slides," and planned the sequence of the pictures and his accompanying discourse. He encouraged individuals in his audience to express their feeling about the picture while it was on the screen. He asked also for titles or lines from poems which conveyed the same sentiment as the picture.

List of Stereoptican Lantern Slides used*:

48. Warships and pleasure craft in Hudson below Riverside Park, New York.

*Slides are listed as indexed in the Underwood & Underwood Catalog.

61. Life-saving corps with boats, Long Island Beach, N. Y.
63. Skinning whale to get at blubber, Long Island Beach, N. Y.
83. Life on the ocean waves, Atlantic City, N. J.
165. Pelican Island, Fla.
286. Paradise of sea gulls, San Francisco Bay, Cal.
287. Young seals on the beach, Santa Cataline Islands, Cal.
318. Among the icebergs in Taku Inlet, Alaska.
364. Yarmouth Harbor at high tide, Nova Scotia.
389. Arctic explorers at Cape Sabine and Baffin Bay.
391. The Perry Ship "Diana" putting into winter quarters, Cape Sabine.
394. West Coast of Greenland, little auks covering the sea.
396. Whalers "Diana" and "Nova Zembla" cruising in the Arctic.
422. The wrecked "Maine" Havana, Cuba—decorated May 30, 1902.
476. Where the Pacific waves dash high, Molendo, Peru.
495. Ocean liner on the Thames, London.
513. Shakespeare Cliff, Dover, Kent, England.
514. Holiday throngs on the sands at South Sea, England.
518. The boundless ocean from Land's End, England.
687. The Guadalquivir from Bridge of Isabel, Seville, Spain.
692. Gibraltar from the north.

The child showed the pictures in the following order: 396, 391, 394, 389, 364, 48, 61, 63, 83, 318, 286, 287, 692, 687, 476, 495, 513, 514, 518, 165, 422.

XIII. *Visit to Walters' Art Gallery**

Children's purpose—to study masterpieces interpreting human reactions to the sea.

LIST OF PICTURES

14. Thaulow, Fritz, "The Ocean."
17. Baubigny, "Sunset on Coast of France."
63. Isabey, "After the Storm."
97. Thaulow, "Landscape, River, and Bridge."
120. Dupre, Jules, "Sunset on the Coast."
121. Diaz, "The Storm."
130. Turner, J. M. W., "The Wreck."
135. Dupre, Jules, "At Sea."
159. Alma-Tadema, "Sappho."
186. Delacroix, Eugene, "Jesus on the Sea of Galilee."
340. Bakhuizen, Ludolf, "Marine-Coming Squall."
590. Paline, Grovane, "St. Christopher."
931. Turner, "Harbor Scene."
932. Turner, "Dover."

934. Turner, "The Shipwreck."

979. Turner, "The Margate."

*Pictures are listed with catalogue number.

XIV. *Visit to Baltimore Museum of Art.*

(Pictures listed here were loaned for the Inaugural Exhibition.)

LIST OF PICTURES

Benson, Frank W., "Grey Sea."

Carlsen, Emil, "Mid-Ocean."

Whistler, J. A. M., "Wapping."

Waugh, F. J., "The Spent Wave."

Homer, W., "The Buccaneers."

CONTENT—See list of Poems. Appendix A.

OUTCOMES:—

A. Aims of this project realized.

B. Activities growing out of the project.

1. Follow up of sea motives in prose.

(See list of prose, Appendix C.)

2. The sea in song.

(See list of songs, Appendix D.)

3. Increased vocabulary of literal and figurative words and phrases; conscious and unconscious improvement in language work.

4. Growing appreciation of verse forms.

5. Growing appreciation of the value and pleasure of visiting art museums and exhibitions.

6. Similar study of some other physical or human force which has been a controlling element in life and in the arts.

APPENDIX A.

SOURCES OF SEA POEMS.

Adams, ed. "Sea Songs and River Rhyme"—George Redway.

Scott, ed. "A Book of the Sea"—Clarendon Press, 1919. (Best collection.)

Patterson, ed. "Sea's Anthology"—Wm. Heineman, 1913. (Best collection.)

Sharp, ed. "Naval Songs and Ballads"—Walter Scott.

Cunliffe, Pyre, Young, ed. "Century Readings in English Literature"—Century.

Page, ed. "British Poets of the 19th Century"—Sanborn.

Pattee, ed. "Century Readings in American Literature"—Century.

Bryant, W. C., ed. "A New Library of Poetry and Song"—Doubleday, Page Co.

Dana, C., ed. "Household Book of Poetry."—Appleton Co.

Lang, ed. Blue Poetry Book—Longmans, Green, 1914.

Burt, ed. Household Book of Poetry—Appleton.

Complete works of Keats, Shelley, Wordsworth, Byron, Browning, Longfellow.

Starred poems were used in the initial lesson; the other poems the children discovered, read, recorded in their "Annotated Bibliographies" and quoted on the sea pictures.

Poems Expressing a Love of the Sea

Arnold, M., "The Sea Is Calm Tonight."

Browning, E. B., "The Seamew."

*Byron, "I Have Loved Thee, Ocean!"

*Emerson, "I Heard or Seemed to Hear."

Harte, B., "To a Sea-Bird."

Hemans, "Where is the Sea?"

Hemans, "The Diver."

Hewitt, M., "The White Sea-Gull."

*Keats, "The Ocean With Its Vastness."

Keats, "On the Sea."

Longfellow, "The Sea Diver."

*Longfellow, "The Secret of the Sea."

Percival, J. C., "The Floor of the Sea."

*Procter, B. W., "Methinks I Fain Would Lie."

Shelley, "Linger Where."

Shelley, "A Ship is Floating in the Harbour Now."

Shelley, "I See the Deep's Untrampled Floor."

*Tennyson, "The Sea Fairies."

Tennyson, "The Sailor."

Turner, C. T., "Old Ocean's Voice."

Whitman, "After the Sea-Ship."

Wilson, J., "It is the Midnight Hour."

Beddoes, T., "The Sea."

Byron, "The Ocean."

Conolly, L., "The Enchanted Island."

*Cunningham, A., "A Wet Sheet and a Flowing Sea."

*Davies, W., "Dreams of the Sea."

Davies, W., "The Sea."

Drayton, M., "Like an Adventurous Sea-Farer Am I."

*Longfellow, "My Lost Youth."

Masefield, J., "By the North Sea."

*Masefield, J., "Sea-Fever."

Moore, D., "The First Ship."

Moore, T., "Rowers' Chant." "The Sea-Farer."

Swinburne, A., "To a Seamew." "When Winds that Move Not," trans. by Shelly.

Whitman, W., "On the Beach at Night."

*Sill, E. R., "A Tropical Morning at Sea."

*Lowell, Amy, "To a Sea Shell."

*Lowell, Amy, "A Life on the Ocean's Wave."

*Lowell, Amy, "Hurrah for the Sea."

*Procter, "The Sea! The Sea!"

*Sargeant, E., "A Life on the Ocean Wave." "Seaman's Life."

Beddoes, T. L., "To Sea! To Sea!"
 Campbell, T., "Ye Mariners of England."
 Clough, "Where Lies the Land."
 Coleridge, "The Rime of the Ancient Mariner."
 —Part IV, Stanzas 10-15.

*Keats, "On the Sea."

*Aide, H., "The Music of the Sea."

Poems Expressing Fear of the Sea

Bayly, T. H., "The Pilot."

Byron, "Roll On, Thou Deep and Dark Blue Ocean."

*Longfellow, "The Wreck of the Hesperus."

*Kingsley, "The Three Fishers."

Macaulay, "The Last Buccaneer."

Mackay, G., "Beneath Their Feet a Burnished Ocean Lay."

*Mickle, W. J., "Sailor's Wife."

*Miller, J., "Sail on! Sail on! Columbus."

*Procter, B. W., "O Thou Vast Ocean."

Procter, "The Stormy Petrel."

Thompson, J., "Ocean, Unequal, Pressed."

Whitman, "Patrolling Barnegat."

Hardy, T., "I Found Her Out There."

"Sir Patrick Spens."

"The Storm Spirit in the Sea"; trans. by H. B. Brougham from Anglo-Saxon Riddles.

Wordsworth, "The Ship."

*Mitchell, "Storm-waves and Fog on Dorr's Point, Bar Harbor."

*Thaxter, "The Spaniards' Graves at the Isles of Shoals."

Coleridge, "The Rime of the Ancient Mariner." (Fear and Love)—Part I, Stanzas 11-19; Part II, Stanzas 5-11; Part IV, Stanzas 10-15.

Tennyson, "Break, Break, Break."

*Stevenson, "Christmas At Sea."

APPENDIX B

CHILDREN'S VOLUNTARY CONTRIBUTIONS OF ORIGINAL VERSES

SEA, O SEA!

Sea, O Sea
 Come for me!
 Come to take my ship afar,
 For I like to climb each mast and spar
 And 'round me look afar.

Sea, O Sea
 Come for me!
 Impatiently I wait for thee
 To toss me in your waves of glee;
 O Sea, how I love thee!

Sea, O Sea
 I love thee!
 Please won't you come for me?
 But if you don't, I'll still love thee,
 Sea, dear friend to me.

—Carl Hergot, 5-A.

THE SEA I LOVE

More and more the sea I love
 Because of its wide and open space,
 And when a gale blows over the deep
 Its stormy path I love to trace.

I love the wide and open space
 That sometimes lies so still;
 But when the wind roughs up the wave
 It carries a deeper thrill.

On days when the sea is calm
 I sit on the deck and read,
 But in the storm I love to think
 At last, the waves have been freed.

Freed from the power that held them,
 So quiet and calm and still,
 Freed from the chains that bound them
 At last to roll as they will.

—Henry Miller, 5-A.

—Carl Hergot, 5-A.

APPENDIX C.

THE SEA IN PROSE

The children read for themselves the following:

"The Shipwreck," from David Copperfield. Charles Dickens. Cyr Reader, Book V.

"The Water Baby," Charles Kingsley. Fourth Graded Literature.

"The Four MacNicols," William Black. Fifth Graded Literature.

"The Story of the Tempest." (Shakespeare) by Charles & Mary Lamb. Fifth Graded Literature.

"His Father at the Helm." Translated by W. K. Tate—Child's World. Book V.

"The Frigate and the Galleys," A. T. Quiller-Couch, from "The Blue Pavilions." Fifth Graded Literature.

Pyle, H., "Book of Pirates."

Stevenson, R. L., "Treasure Island."

Stevenson, R. L., "Kidnapped."

Verne, J., "Twenty Thousand Leagues Under the Sea."

Andrews, R. C., "Whale Hunting with Gun and Camera."

Stockton, F., "Buccaneers and Pirates of Our Coast."

In the following the teacher summarized the slower-moving parts and read to the children the vivid descriptions of the sea and convincing examples of human reactions to it.

French, J. L., ed. "Great Sea Stories." (Best collection.)

Ruskin, J., "A Gale at Sea." "A Book of the Sea."

Turner's Picture "The Slave Ship," John Ruskin.

Robert Louis Stevenson, from "Will O' the Mill."

Herman Melville, "The White Whale."

R. L. Stevenson, from "The Merry Men."

Walter Pater, from "Sebastian Wan Stark."

Alice Meynell, from "The Sea Wall."

Joseph Conrad, "Youth and the Sea."

Herman Melville, "The Pacific."

Stockton, F., "Great Stone of Sardis."

Paine, R. D., "Lost Ships and Lonely Seas."

London, J., "Sea Wolf."

Cram, Mildred, "Old Seaport Towne."

La Motts Fouque, "Undine," Rackham illustrations.

Conrad, J., "Children of the Sea."

Darwin, "A Naturalist's Voyage Around the World."

Marryat, "Mr. Midshipman Easy."

APPENDIX D.

SONGS OF THE SEA

Hollis Dann Third Year Music

"The Boat Song."

"The Mary Jane."

"Lightly Row."

"Sailing."

"A River Song."

"Sea Gulls."

"A Voyage."

"Watchman, What of the Night."

"Yo, Heave Ho!"

Hollis Dann Fourth Year Music Book.

"The Emerald Isle."

"The Hudson."

The Modern Music Series First Book.

"The Shell"—R. F. Foreman; Julia M. Adam.

The Modern Music Series Second Book.

"The Voyagers"—F. Hauley; C. Gramm.

"Boatmen's Song of the Volga."

"The Flying Dutchman."

Schubert, "En Mer."

McDowell, "To The Sea."

Sea Lyrics by Campbell Tipton.

"After Sunset."

"Darkness."

"Crying of Water."

"Requies."

Published by G. Schirm, New York.

ANALYSIS OF THE READING OF A CHILD OF SEVEN YEARS¹

MARGARET BRABANT

I STUDIED with great interest the work in literature of a small neighbor of ours, aged seven. As we have a library which is noteworthy, if not for completeness or exceptional worth, at least for variety, our house has long served as a resort for the children of the neighborhood as a place in which to spend hot summer afternoons when a walk to the city library was considered to be too much of an effort.

Bernice, the youngest child, found it necessary to enlist my aid in finding books to please her. Before I hit upon the idea of moving the children's books to the lower shelves I had many opportunities to dis-

cover the basis upon which she chose her reading matter.

For some reason the largeness and size of print fascinated her more than anything else. I remember handing her three different copies of the "Three Bears," one of which was a book given to me by the superintendent of schools. This edition, used in the class rooms of the primary grades, was quite thin and small, but had a very attractive blue cloth cover. However, after merely glancing through it, our small miss said that she didn't like it. She also ignored this tale in a bound collection with other stories of like kind, refusing to consider any of them even as possibilities. After bringing down a few more books, many of them vividly illustrated fairy tales, which she immediately pounced upon, I came

¹This paper was written while the author, now a teacher of English at Amberg, Wisconsin, was a student in the courses in the Teaching of English at the University of Wisconsin.

across another copy of the story mentioned and mechanically handed it to her, not stopping to think that she had rejected this particular bit of fiction several times before. This book was of linen and about nine inches by twelve in size. Moreover, for blackness and size of print and for vividness of illustration it was unparalleled. Needless to say, this book, with others of like kind, took her fancy, and she proceeded to read them aloud as she did all others. However, what seemed strange to me was the fact that unlike myself and what few other children I had had experience with, she never seemed to care to read the same story twice.

Moreover, she apparently took little pleasure in reading to herself and would seldom read unless she were near someone upon whom she could rely as being willing to tell her the correct pronunciation of words. She apparently had little difficulty with very complex and difficult words, and if once told the correct pronunciation never forgot it. She managed these large words with such facility that I was astounded, and one day asked her the meaning of one of them. When she said that she didn't know I thought nothing of it, as I realized that I could pronounce many words of whose meaning I had not the slightest idea. A few days later, in a spirit of curiosity, I asked her to retell to me a story that she had recently read. She managed to do this, but with great difficulty in finding words to express herself. She then insisted upon reading the story to me. However, when she had finished and I had asked her again to retell it she was still unable to do so with any coherence.

I finally came to the conclusion that because of her lack of knowledge of many of their meanings, words were to her just so many letters with no pictures or associations. In order to try out my idea I asked her to draw pictures to illustrate various scenes in the story. This she was willing enough to do, but the results were nothing but a jum-

bled mass. I was at a loss, as I had had just enough education to make me afraid to venture on ground about which I knew comparatively nothing, and where I realized I might do more harm than good.

Helplessly searching for some sort of remedy, I asked her to bring her school text over and read to me. Her reading of this was done very smoothly and fluently, but when I asked her to put it down and tell me its substance, she repeated almost word for word what she had just finished reading. It was absolutely impossible to get her to do anything else, and I was more and more struck with the fact that this child, who got among the highest grades in her class, had nothing but an exceptional memory and no understanding to speak of.

As many of the words in the stories she had read were used time and time again in other stories, I had her learn the meanings of certain ones. Besides this, I made her retell to me every story that she read. This I know she hated at first, but we finally agreed that every time she told me a story I would tell her one. The plan did not turn out to be very difficult for me, although I had anticipated rather a strenuous time in keeping up with her, as she had several favorites which she was not at all averse to hearing repeated. I also let her repeat a story if she wanted to. I found by this method that the more she repeated a story, the more she elaborated, until only a few vestiges of the original tale remained. Telling these stories seemed to make her feel that they were her own experiences, and she began to look for things in the new stories which she read which had some association with her own life or with past stories.

Berenice got along famously, until by the end of the summer she had overcome her former machinelike repetition of sounds and seemed to be using her mind and imagina-

(Concluded on page 233)

THE CORRELATION OF SAFETY WITH ENGLISH*

IDA V. FLOWERS

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INSTRUCTION in *safety* must be based on the children's experiences and should result, not only in giving clear and full information but also in creating the mental attitudes and habitual acts that characterize proper behavior in this important phase of good citizenship. In planning a course in safety education, therefore, we need to remind ourselves that any material which has legitimate place in the course holds that place because it is related to some experience in which the child is likely to be found and in which his reaction is likely to be modified because of a safety lesson. There is no lack of such material from the kindergarten on up through the grades. The excellent courses prepared by Miss Beard, Mr. Payne and others show this conclusively.

The first objection which teachers make to safety instruction is the lack of time since the curriculum is already so full. It is my purpose to show this afternoon how it can be used in the English periods in such a way that the instruction in English does not suffer but is actually improved. A recent course of study in English calls attention to the fact that "the weakness of school English has been its isolation, its separation from the child's experience," and it shows ways "by which the child in his daily school life through discussing some vital school problem in the forum, by addressing his fellow classmates in assembly, or in participating in some other school activity, may learn to play well his part in the home and the community." In all of these important aspects, safety instruction can be used advan-

tageously.

Let us consider first the work in the lower grades in composition: Hosis, Sheridan, and others recommend placing chief emphasis in composition upon the children's experiences. Therefore, let the teacher have a series of lessons on crossing the streets, at crossings with and without a traffic officer. Teach the rules "Look first to the left and then to the right before crossing the street," and that the curbstone says "Stop, look, and walk." Teach also the meaning of the white lines on the street and how important it is to keep within them. To make the procedure clear when there is a traffic officer with a semaphore, several teachers of my acquaintance have used a toy semaphore in the classroom and practiced the children in the right way of crossing. Frequently classes of small children are taken out to the street and there practiced in the right way of crossing. This is particularly necessary with the beginners at school who are unused to traveling on the streets alone. Isn't that as valuable a form of dramatization as the more customary playing of fanciful stories?

Cloudy or rainy days when the children have umbrellas provide the opportunity for interesting and valuable lessons on the best way to carry open umbrellas. This can be shown both in the classroom and on the street-corner, weather permitting. Such discussions certainly afford good practice in English as well as good instruction in safety.

An excellent series of lessons which came under my observation dealt with the safest route by which to come to school. The teacher approached the topic by telling the class that the school safety bulletin which

*Paper read before the annual meeting of the National Safety Council, Louisville, Kentucky, September, 1924.

would be issued in a few days would contain a letter from the Safety Council to their parents asking them to plan for their children the safest route to use when coming to school. After arousing the children's interest in planning the safest route, the teacher brought out the fact that the children know best streets near their own homes and interested them in making on the floor a map of the school district, the streets being placed by a number of different children. As an outgrowth of this lesson, the children were assigned to plan at home that evening the safest way to come to school and to be ready to report the next morning. In the second lesson, individuals told and showed on the map the route which they considered safest from their respective homes, and the class and teacher passed judgment on it. As a part of the lesson, the children reviewed the following safety rules:

1. Do not jay walk.
2. Look first to the left and then to the right before crossing the street.
3. Obey the traffic officer or safety patrolman.
4. Observe the white lines at street crossings.
5. Use streets and not back alleys.
6. Walk on the pavement.

A series of lessons in another class dealing with safety on the highways had as its motive not only the personal safety of the members of the class—a third grade—but also the need for their teaching younger brothers and sisters how to keep safe on the streets. These lessons emphasized the safety rules referred to above, showed the danger in jaywalking, dramatized correct and incorrect ways to cross the street, showed the danger of playing in the street, and the best places for them to play in the neighborhood. In this series was included a discussion of a familiar Red Cross poster entitled "Find the good citizen," in which a child has just peeled a banana and thrown the peeling on the pavement. A man walking along is about to step on it. Another child is throwing some fruit peelings into a can. Another topic of safety on the highway related to the proper place to walk

along a road where there is no pavement, a condition which exists in our school neighborhood. The children were shown why walking on the left side close to the curb allows the pedestrian to see and be seen by approaching traffic.

Excellent material for oral composition is found in a discussion of emergencies. A third grade teacher first presented the word *emergency* by writing it on the board, having it pronounced by pupils, and then developing and illustrating the meaning. After telling the children that one must think quickly in an emergency, she asked if they would like to tell what they would do. She then wrote on the board, "What would you do" and under it a number of *if's*, such as *if your dress caught fire, if you had to cross a crowded street, if you cut your finger, if your ball rolled into the street*. The children volunteered to discuss one point, and in turn came to the front of the class and told their plans. Each child's statement was commented upon by teacher and pupils and in a perfectly natural situation much valuable training was thus provided in both English and safety.

In connection with the discussion of emergencies, a good lesson for little children and larger ones as well may deal with the prevention of burns and cures for slight ones. One teacher began by telling three true stories to her class about children who had been burned. She then raised the question, "Can't something be done to save boys and girls from being burned?" The children were interested to learn how to do so and what remedies to apply to slight burns. The class then told first how to try to prevent burns. Their suggestions, which were recorded on the board by the teacher, included such statements as:

1. Never play with matches.
2. Never play near a bonfire.
3. Never play with fire.
4. Never go near a hot stove.
5. Never go near steaming tea-kettles or cooking utensils.
6. Never play with gasoline.

The teacher next emphasized the need for calling a doctor in the case of a bad burn and then taught the children what to do for slight burns, when the skin is not broken. The materials on her table included gauze, bicarbonate of soda, water, a tumbler, a basin, lard, olive oil, carbolized vaseline, castor oil. A child would pretend he had a burned finger, and another child would treat it, the method being suggested either by a pupil or by the teacher. The following treatments were used: covering the burn with baking soda, covering burn with cloth which has been dipped in solution of baking soda and water (teaspoonful of soda to pint of water), greasy substances applied to relieve pain, as lard, olive oil, castor oil, etc., applying cold compresses. At the close of the lesson each child who had been "treated" told what had been done for him.

Sometimes the instruction in safety and in English can be combined through a sort of question box. Questions are contributed by both children and teacher. The teacher writes each of these on a separate little card and in a subsequent period the children draw cards from the question box. After being allowed time for reflection, each pupil reads his question to the class and then tells his answer. Some questions which have been used are:

What would you do if a stranger asked you to go for a ride?

Before crossing the street, what should you always do?

Why shouldn't we throw water on burning fat or oil?

Why is it dangerous to stand on a rocking chair or box to reach something?

If you saw a fruit peeling on the sidewalk, what would you do?

Why should there be no pushing in a fire drill?

Why shouldn't we keep old rags or papers in our cellar?

The procedure may be varied by having the pupils ask the questions of their classmates. One who answers correctly may be the next questioner.

In a second grade after certain safety rules had been developed during Safety

Week, the teacher asked the class if they would like to make some stories about boys and girls who did and did not remember these rules. She then referred to the board on which she had previously recorded certain words and phrases, as follows:

- | | |
|------------------------|----------------------|
| 1. one day | 3. one rainy day |
| boys and girls | little girl |
| ball | umbrella |
| rolled into street | before her face |
| girl ran | boy on bicycle |
| automobile | threw her down |
| broken leg | broken arm |
| hospital | couldn't play |
| | always over head |
| 2. once upon a time | 4. Last week |
| boy | boy named Jack |
| all alone | boy named George |
| wanted to play | skating |
| matches | come into street |
| fire | called Jack |
| hospital | catch on wagon |
| three months | no, said George |
| scarred face and hands | remember safety rule |
| | skated on pavement |
| | 5. Last summer |
| | boy |
| | three years |
| | head |
| | car window |
| | truck |
| | doctor |
| | very, very ill |
| | never again |

Following the stories, the teacher asked "What safety rule did you talk about in the *first* story? *Second*? *Third*? *Fourth*? *Fifth*? Which child was happiest? Why?"

The correlation between safety and English may be carried over into the seat work period to reinforce the oral instruction. Examples of evercises in silent reading follow:

1. Draw the picture of a little girl crossing the street in the right way.

Color her dress blue, her hair yellow, and her shoes and stockings brown.

Draw her pushing a baby in a carriage.

Make the carriage brown.

Copy the sentence which tells how to cross the street.

2. Draw the picture of a little girl carrying her umbrella the wrong way.

Color the umbrella red.

Draw a little boy holding his umbrella the right way.

Color his umbrella black.

Write a sentence telling which way you will hold your umbrella.

Pupils may be asked to fill blanks in sentence (in the third grade), using a suggested list of words. One such exercise contained these sentences:

1. Children should not play with
2. Do not play in the
3. It is not safe to play near a
4. Always stop at the and look.
5. Pans of hot water should not be left stand-
on the

The words given were floor, bonfire, street, curbstone, matches.

Or an exercise to be answered by "yes" or "no" may be given to the children, such as "Is there any danger in playing in the street?" "Should you look to the left and then to the right before crossing the street?" "Should you run down the steps?" "Should you walk when crossing the street?" "Should you play on the sidewalk?"

Interesting, lively, and profitable lessons from the standpoint of both safety and English can be devoted to the making of slogans, which the teacher or a pupil writes on the board. Then, too, a question can be raised for general discussion, such as "What can you do to keep from being hit by a car?" Either the pupils, according to their stage of progress, or the teacher may record the answers.

In her book on "Civics in the Elementary Grades," Miss Harris suggests having the children tell and write true stories of accidents. In the intermediate grades this could be easily done. These stories are either written on the blackboard or typed and given to the children. Beside each story is a question. Individual answers to this question are written by the children. These are read aloud, and the best one of them is selected to be written on the board at the close of the period.

To illustrate:

A girl was looking for her best shoes. She kept them in a dark closet. She took some matches with her. She struck the matches while she was looking for the shoes. A skirt caught fire. The girl's clothes got on fire. She was badly burned.

What did she wish she had done?

A neighbor of mine was burned. They think she will die. She lit the gas range. She turned away to do something else. She was too near the range. Her dress took fire. She ran out into the hall to get help.

When she found her dress was on fire, what should she have done?

When I was a very little girl I washed my doll's dresses. One day I hung a dress to dry on a line over the gas range. Mother did not see it. She lit the burner. The dress caught fire.

Who was to blame for this accident?

Tom was going to see his aunt. The car passed just as he got to the corner. He ran after it. He tried to jump on. His foot slipped off the step. His leg went under the car. The wheels crushed it.

What does Tom wish he had done?

Kate is absent today. Yesterday she went to see her married sister. She came home in the car. She started to get off the car. She took hold of the grip handle with her right hand. She faced the back of the car. The car started just as she got off. She fell on her face. Her nose, forehead, and chin were cut. She was so frightened that she never wants to see a car again. She is in bed today.

What will Kate do the next time she gets off a car?

Probably all teachers today appreciate the value of dramatization and utilize it in their classrooms. Excellent use can be made of dramatic situations in safety instruction. For example, the children can dramatize the correct way to get off a street car. Or they can make up a little play showing a street accident. One pupil may ride in a toy auto, one be a member of the safety patrol, another the victim. Have a policeman, a doctor, an ambulance; take the injured to the hospital.

The Chicago course in safety education suggests that the children play that two rows of school desks make a railway car. Have one pupil play conductor, telling the passengers what safety rules to obey, such as these:

"Baggage must be kept out of the aisle."

"Do not put head or arms out of windows."

"Do not stand on platform while the train is in motion."

"Do not get on or off the train while it is in motion."

The children will frequently suggest topics for little plays and work them out very successfully. Bibliographies on safety education supply references to plays.

Sometimes safety may be taught through the fanciful story project. Many well known tales lend themselves to this purpose. Minnie M. Cole's story of the "Silly Squirrel" illustrates this.

The work of safety instruction can be connected with the English teaching just as successfully and in as interesting a way in the intermediate and upper grades as in the primary grades. Many of the ideas and plans previously described can be utilized to advantage. The class as a whole or committees may be asked to report accidents they have heard about or seen; to clip items from the papers about people, especially children, who have been injured or killed by accident, to discuss the causes of each accident and suggest ways in which it might have been avoided; to give a number of reasons why children get hurt in play; to learn the different ways in which fire is extinguished; to discuss the automatic sprinkler in the school building. Some of these reports can be made in connection with the opening exercises each morning or by the bulletin board committee. Others may come in connection with current events, the relationship of which to safety may be noted.

Some excellent topics for children in these grades concern their care and protection of younger brothers and sisters. Such topics as taking them on the street cars, the best place for them to play, teaching the little ones not to play with matches, preventing their standing beside an open window, teaching them not to put things in their mouths that have been dropped on floor or pavement, etc.

A committee of an eighth grade class presented as a special feature of the morning opening exercises a series of pantomimes, illustrating the right and wrong way of the following:

1. Throwing away fruit skins.
2. Leaning out of window.

3. Passing through the halls.
4. Drinking from bubble fountains.
5. Carrying open and closed umbrellas.
6. Crossing a busy street.
7. Walking on a road where there is no pavement.

Children in many grades will be interested in such pantomimes and in charades illustrating the observance or violation of safety rules, and will gain in initiative, in ability to organize, etc., as well as in safety habits and practices.

Safety topics provide a real motive in letter writing. Last year one class corresponded with a child in California, keeping her informed on what we were doing in safety education. Again they wrote to the director of the Baltimore Safety Council asking for buttons, inviting him to their Council meetings, etc. One letter was addressed to their parents on safety in the home with the suggestion, "Hang this in your kitchen."

Pupils of the sixth, seventh, and eighth grades could profitably devote some of their English periods to writing a safety play to be produced for the school assembly, and in writing safety songs to familiar tunes.

One teacher of the eighth grade has competitive slogan writing now and then, the best slogans being used by the art classes for posters. The characteristics of slogans are developed by the study of familiar slogans, i. e., that they should be short, that they may have rhyme or rhythm, that a balance of phrases is good, that the repetition of a letter is catchy, and that certain well-known phrases may be changed slightly and given a safety message. Slogan making becomes not only an excellent exercise in English, but is one of the best ways of impressing upon the children the necessity to be careful. Through the school magazine also, one section of which is devoted to safety material, the English teachers stimulate interest in composition writing, on such themes as Safety in the Home, Safety in the School, Safety on Rainy Days, etc.

Safety material is collected by both pu-

pils and teacher, and used in the oral composition periods, in which at least two members of each group must give three to five minute talks upon safety. The monthly safety bulletin issued by the Baltimore Safety Council, a copy of which reaches every teacher, provides interesting items, stories, etc., which are utilized in the classroom and the bi-weekly bulletin of the National Safety Council is another source of good material.

While all of the means I have described produce good results, the really vitalizing influence in safety education in the school is the junior safety council, which meets weekly during school hours. The Montebello School safety council has as faculty adviser and director a teacher of English in the upper grades who attends all meetings, and to whose inspirational leadership much of its success is due; but the children themselves, through committees, plan for the meetings and conduct them. Enough of parliamentary procedure is used to make the meetings run well, and to train the members in the use of these forms, in courteous ways of responding, in checking, rambling, etc. The preparation of the minutes is a valuable exercise in itself and the comments of the members when the minutes are read show intelligent criticism, far different from the somewhat hackneyed comments frequently made on school exercises.

Moreover, the members of the council carry back to their classrooms a report of each meeting, and some of them go also to the first three grades which do not send members to the council, taking to them certain messages of importance.

One of the very important activities of the school safety council is the preparation of a safety bulletin, which is issued once or twice a month. This bulletin provides excellent training not only in English but in committee work, in organization, etc. A committee plans series of bulletins, such as: Safety in the home, Safety in the school, Safety in the streets. This fall two have

been issued, the first devoted chiefly to announcements and a reference to safety rules taught last year, and the second entitled "Safety on the School Grounds." The committee selects topics to be worked up under each subject and announces them to the English classes. The first writing is done in school time in the composition period. The teacher reads the papers first and selects some for the committee to examine. The committee then selects those best suited for the bulletin, occasionally combining two in order to get a strong paper.

The work for the bulletin gives excellent practice in the difficult art of selecting good titles and headlines, as in newspapers, and in the other essentials of a good composition, such as a good opening and a good closing sentence. Sometimes the children turn with delight to writing rhymes and jingles, a recent contribution being:

"A little boy hopped on a truck.
A little boy had awful luck."

Others are:

"Safety is the finest thing
Make it a rule in everything."
"The boy that hitches on behind
Hasn't safety in his mind."

Besides the weekly meetings of the council, general meetings are held once a month, which are attended by delegate members. Any child is privileged to become a member if he carries out certain requirements which are posted in every classroom.

Last year, the first year of the safety program for Baltimore, saw the organization of safety councils in 23 schools with a total membership of over 4,000 boys and girls. This year we hope to have one in every school. Interest in the councils was stimulated last spring by a mass meeting on Saturday morning at a theatre, which all members of the school councils and safety patrols were invited to attend themselves in company with one guest. About 2,800 children responded and greatly enjoyed the program, which had among its numbers a good comedy film, the safety film, "Ask Daddy," one or two very brief addresses,

Payne's safety play entitled "Dick's Dream," by one school council, and the singing of some of the national airs.

In conclusion may I state that the best way to promote safety education in my humble opinion is through the junior safety council. Any idea which is to become an

influence, a force, needs some one to push it. This force the safety council with its faculty representative supplies. It keeps the work alive, it provides incentives, it gets the children to talking safety, in other words, it does that very important thing—it makes safety a habit by making it interesting and popular.

TEACHING WRITTEN COMPOSITION IN RURAL SCHOOLS

RUTH HENDRICKSON

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THE principles of good teaching and the aims to be worked for in a rural school are the same as for any other type of school. The means of approach may vary with any group of children. The motives that appeal to the children in one school may be very different from those that are used in another in the same city. The social and economic conditions of the community and the home life of the people cause the means of appeal to vary. The social and economic conditions and the home life of a farming community are very different from those in other types of communities.

A rural school has some outstanding disadvantages. The most serious one perhaps is short terms of school, with attendance depending entirely upon the weather. Other disadvantages are many short class periods, little supervision, and itinerant teachers. Salaries in rural schools now are at least on a par with those paid in village grades. All of these disadvantages are present today to a less degree than they were ten years ago. But even now there are many small schools, with perhaps five or six children in each. In many classes there is only one pupil. This is a decided disadvantage. The average rural school today has eighteen or

twenty pupils. A few still have an attendance of forty to sixty. In a school of this size a teacher has an extremely hard problem.

A rural school has some advantages. If a teacher has twenty pupils or fewer, she has more chance for individual work than a teacher in a city grade who has forty pupils. Oftener than not, children in the country are more interested in their school than city children. Their school is their only interest outside of the home.

In organization a rural school is very different from any other type. All the children of all the people meet in one room to receive instruction, and under one teacher. The first and second grades work together as one group, the third and fourth as one group, the fifth and sixth, and the seventh and eighth each as one. Very often these groups are combined, especially if each is small. It is a pretty hard job to "prime the pump" when there are only two or three pupils in a class. A combination of classes works very well in composition work. In one rural school I know of there is a large first and second grade group, a large fifth and sixth, and only one third grade and no fourth. This third grade meets with the first and second grade group some days, or

with the fifth and sixth, with both some days and alone at times. The arrangement depends upon the type of work to be done. I am sure the teacher gets very good language training.

Occasionally in a small school, all of the children may meet for work in composition as one class. By this arrangement, a teacher can accomplish more because she may have one forty-five-minute period instead of several ten or fifteen-minute periods with each group. The children get much more from one another than they would by working in smaller groups. It is surprising how much the little people will gain from the older ones. The advantages of the one-room organization should be recognized and made use of.

The written compositions of any children should be based upon their personal experiences. The personal experiences of a farm boy or girl are very different from those of a village or city child. The topics to be used in a rural school must be based on home experiences in the country. It is quite important that textbooks be based upon the personal experiences of a country child, but it is more important that the country teacher knows enough about country life to help children choose subjects from their own experience. The better she knows their life, the better she will be able to prime the pump.

The home life of a country child is full of rich experiences. With the many duties a country boy or girl is called upon to do daily, such as caring for chickens, ducks, calves, and a dozen other farm creatures, it is not necessary to take him to the zoo to find subjects for an interesting composition. With the many activities of farm work that occur in a year, there is an endless supply of good material to be used. These general

subjects may suggest personal experiences to be related in two or three sentences: *helpfulness at home; what my pet calf did; learning to ride horseback; breaking in a colt; hunting eggs; my dog's work*. These subjects may be used for a whole school and different standards may be expected from each group.

The standards of attainment in rural schools are the same as for those of any other. The first and second grades should do no written work. Much oral work should be done as a preparation for written expression. Children write as they speak. Therefore they should be trained to talk in sentences, so that they will write in sentences. Such work as this is very good training:

"I am round and yellow. I am hollow. I have eyes, a nose, and a mouth. What am I?"

Definite standards should be established as a feature of the courses in written English. In third and fourth grades, the pupils should be expected to write independently three or four sentences correctly, with capital and period, on a given topic. The number of sentences expected should increase as the grades advance. Eighth graders should be able to write about ten sentences as one paragraph. The friendly letter should be introduced in the fourth grade. A good form should be taught well. The same standards for written composition should prevail in letter writing as in other types of composition.

A rural school has then, by its organization, some advantages over a city grade in teaching composition. The child's life on a farm is full of interesting experiences to be related. The principles of teaching and the results to be obtained are essentially the same in a rural school as in any other.

DIAGNOSIS OF SPELLING DIFFICULTIES

INA H. HILL

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IN the science of learning, diagnosis offers a means to determine where the pupil should concentrate his efforts in order to improve. In spelling, diagnosis is a laboratory method used to locate the particular difficulty of each individual. Identify the cause of retarded progress for each child, and the battle is half won. The present study was undertaken in connection with a method class in the Detroit Teachers College summer school, 1923, the more completely to understand the scientific method of procedure in such a diagnosis.

The accompanying standard spelling test was given to pupils of the 7A grade, section 20, McMichael School, Detroit, Michigan, early in the summer session:

	Seconds	Letters
1. (60) The <i>convict escaped in</i> the night	(25)	(27)
2. (25) The <i>foreign govern-</i> ment imprisoned the spy	(34)	(36)
3. (59) On <i>Wednesday</i> the general is due to arrive	(32)	(34)
4. (31) He <i>desires to com-</i> plete his picture....	(27)	(29)
5. (58) <i>Claims and complaints</i> will be promptly settled	(37)	(40)
6. (35) The <i>entire estate</i> amounts to several thousand	(36)	(39)
7. (11) The head of the <i>de-</i> partment was ap- pointed today	(36)	(39)

8. (47) Her *salary* is larger
than mine (23) (25)
9. (10) The *statement repre-*
sents the condition
at present (41) (44)
10. (51) My *property* in this
region is really
worthless (36) (39)
- (27) Stop.

In the above test, the words upon which the child is to be examined are given in sentences. There are ten sentences using twenty-five words. Each sentence is timed, according to the number of letters used. The seconds in which the sentence is to be dictated is indicated in the column at the left of the sentences. At the right appear columns showing the number of seconds to be allowed each sentence and the number of letters in each sentence, respectively. Should the child, through carelessness or lack of knowledge, misspell some word not underlined in the sentence such a mistake would not be counted in this test. It will be noted that the longer and more difficult sentences are located in the middle of the test so that the child will have had an opportunity to adjust himself to the conditions and yet not become fatigued from working too long. The test word itself appears within the sentence and not at the end.

After the test had been given the papers were collected and the misspellings classified.

Table I.

NAME	No. X	*PERCEPTION					†SPELLING						WRITING	
		Know	Mean	Pro	Hear	Vi	Om	Tran	Sub	Add	Rep	Ir	Om	Car
Total Misspellings. . .	179	4	14	37	9	21	37	12	6	8	2	2	25	2
1. Chantler, Gladys. .	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2. Elliott, Dorothy. .	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3. Herman, Leo. . . .	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4. Marshall, Edward. .	2	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
5. Graven, Edna. . . .	4	.....	.....	.....	.....	1	1	1	.....	.....	.....	.....	1	.....
6. Bowen, Ruby.	6	.....	.....	1	2	2	.....	.....	.....	.....	.....	.....	1	.....
7. Poole, Charles. . . .	6	.....	.....	.....	.....	.....	2	1	1	1	.....	.....	.....	1
8. Stevens, Jannette. .	7	.....	.....	2	2	.....	.....	.....	.....	.....	.....	.....	3	.....
9. Kanter, Bennie. . . .	9	.....	.....	.....	.....	.....	6	.....	.....	2	.....	.....	.....	1
10. Venable, William. .	9	.....	1	6	1	.....	.....	1	.....	.....	.....	.....	.....	.....
11. Trondeaud, Mavis. .	9	.....	1	1	.....	1	3	.....	1	1	.....	.....	1	.....
12. DePalty, Firm. . . .	10	.....	2	2	1	1	1	1	1	.....	.....	.....	1	.....
13. Williams, Arletta . .	10	.....	1	1	1	.....	5	1	.....	.....	.....	.....	1	.....
14. Hamm, Vivian. . . .	13	.....	2	1	1	.....	4	1	.....	1	.....	.....	3	.....
15. Fishlund, Hyman. . .	14	.....	.....	1	.....	6	4	1	.....	.....	2	.....	.....	.....
16. Knox, Nellie.	15	.....	3	4	.....	3	3	.....	.....	.....	.....	.....	2	.....
17. Pahl, Quinton. . . .	18	.....	1	5	1	.....	4	3	2	1	.....	.....	1	.....
18. Hill, Geraldine. . . .	23	1	1	6	.....	3	2	.....	1	.....	.....	1	8	.....
19. Tucker, Jack.	24	3	2	6	.....	3	2	2	1	1	.....	1	3	.....

*Perception

Knowledge of the word
Meaning
Pronunciation
Hearing
Visual Image

†Spelling

Omission
Transposition
Substitution
Addition
Repetition
Irregularities

Table I should be read as follows:

1. There were nineteen children who took the test in content spelling. Of that number three had perfect papers.
2. Mistakes ranged from two to twenty-four, although the median for the entire room was nine.
3. The errors, upon analysis, were grouped rather consistently under the headings of mispronunciation, wrong visual image and omission of letters. In other words, they were errors of perception and spelling, mainly the former.
4. Worthy of interest is the case of Geraldine Hill, who missed twenty-three words, eight of which were omitted entirely. Yet in the composition spelling test her coefficient is fifty-one and her paper is a much neater one, showing continuity of thought in which the first was utterly lacking.

Table II.

WORD	No. X	PERCEPTION					SPELLING						WRITING	
		Know	Mean	Pro	Hear	Vi	Om	Tran	Sub	Add	Rep	Irr	Om	Car
Total Misspellings . . .	179	4	11	39	9	22	35	14	3	7	5	3	26	1
1. convict	3			1		2								
2. escaped	12	1		10		1								
3. foreign	12					3		6				3		
4. government	8			6	1					1			1	
5. imprisoned	11	2		6				1		1				
6. Wednesday	4					2	1			1			1	
7. General	6						1	1	2	1			1	
8. due	3					1							2	
9. desires	5	1				1		1		1			1	
10. complete	6					1	5							
11. claims	6	1			2	2	1							
12. complaints	9		1			1	7							
13. promptly	11		1	3	1		1	1					4	
14. entire	4			2				1	1					
15. estate	5		2		1						1		1	
16. amounts	8		1				5				1		1	
17. department	7	1	4								1		1	
18. appointed	7				1	2	2						1	1
19. salary	7					5		2						
20. statement	6			3	1		1						1	
21. represents	11			4	2		3				1		1	
22. condition	9			1							1		7	
23. property	3			3										
24. region	6						1	1	1	1			2	
25. really	10						8						2	

Table II shows: The words giving least difficulty to be convict (3) and property (3). The mountain of difficulty was found in escaped (12), generally with an added *x*, foreign (12), with an interesting number of variations, imprisoned (11), without the prefix or ending, represents (11) without the ending and *promptly* (11). Here again the errors are grouped under mispronunciation, wrong visual image, and omission of letters.

Table III.

Ex.	WORD	No.	WORD	No.	WORD	No.	WORD	No.	WORD	No.
	escaped	12	foreign	12	promptly	11	represents	11	really	10
1.	excaped	5	foriegn	2	promply	2	reprsents	1	realy	7
2.	excapted	1	forgien	2	proptly	1	presents	1	rely	1
3.	ascaped	1	forigen	1	promperly	1	represents	1	(.....)	2
4.	excape	2	foregien	1	promplt	1	represent	3		
5.	acap	1	forigien	1	pr....	1	repasintes	1		
6.	excapt	2	foregin	1	(properly)	1	repesint	1		
7.			fornen	1	(calmly)	1	rempents	1		
8.			forn	1	(soon)	1	repersent	1		
9.			form	1	(.....)	2	reppresent	1		
10.			forion	1						

Table III shows the different ways in which words were misspelled.

Table IV.

Comparison of Number of Words Misspelled and Spelling *Coefficient

Name	Words Misspelled	Spelling Coefficient
1. Chantler, Gladys	0	13
2. Elliot, Dorothy	0	0
3. Herman, Leo	0	103
4. Marshall, Edward	2	96
5. Graven, Edna	4	0
6. Bowen, Ruby	6	0
7. Poole, Charles	6	47
8. Stevens, Jannette	7	0
9. Kanter, Bennie	9	27
10. Venable, William	9	30
11. Trondeaud, Mavis	9	78
12. DePalty, Fern	10	0
13. Williams, Arletta	10	Abs.
14. Hamm, Vivian	13	0
15. Fishland, Hyman	14	Abs.
16. Knox, Nellie	15	Abs.
17. Pahl, Quinton	18	80
18. Hill, Geraldine	23	51
19. Tucker, Jack	24	34
20. Simmons, Viola	Abs.	12

*Coefficient-Number words misspelled per thousand running words.

Table IV shows that:

Leo Herman, who had no mistakes on the first test, fell to last place with a coefficient of 103 in the second instance. Edward Marshall, with two words wrong before, dropped to 96, while Jack Tucker, nineteenth on the first list, came up to eleventh place. The median for the room was thirty-two, which is considerably above the city standard.

Table V.

Grouping of Pupils on the Basis of Spelling Difficulties			
No.	Group A	Group B	Group C
1.	Attention to pronunciation and visual image.	Attention to pronunciation and omission of letters.	Attention to pronunciation, visual image and omission of letter.
2.	Chantler, Gladys	Bowen, Ruby	Hamm, Vivian
3.	Elliot, Dorothy	Poole, Charles	Fishland, Hyman
4.	Herman, Leo	Stevens, Jannette	Knox, Nellie
5.	Marshall, Edward	Kanter, Bennie	Pahl, Quinton
6.	Graven, Edna	Venable, William	Hill, Geraldine
7.		DePalty, Fern	Tucker, Jack
8.		Trondeaud, Mavis	
		Williams, Arletta	

Table V shows a grouping of the pupils on the basis of type difficulties.

SPECIMEN PAPERS

I-STANDARD SPELLING TEST

A—Test Paper of Quinton Pahl

(18 Misspelled)

1. The ^cconvict ^xexcaped in the night.
2. The ^xforgien ^xgovernment ^xinprison the spy.
3. On ^cWednesday ^xgerenal is ^cdue to arrive.
4. He ^xdesired to ^xcomplet his picture.
5. ^cClaims and ^xcomplains will be settled ^xprompt.
6. The ^xentired ^xstates ^comount to several thousand.
7. The head ^cdepartment were ^cappointed.
8. Her ^xsalray is larger than mine.
9. The ^xstateman ^xrepersent the state position ^xcon-
tition.
10. My ^cproperty in this ^xregien isx..... (real-
ly) worthless.

B—Test Paper of Jack Tucker

(24 Misspelled)

1. The ^xcomfick ^xexcaped in the night.
2. The ^xform ^xgoverment ^xpreson the spy.
3. On ^xWenday the ^xgenaral is ^xdu to arrive.
4. He ^xdeires to ^xcomplint his picture.
5. ^xPlames and ^xcomplants will be settledx.....
(promptly).
6. The ^xintire ^cstate ^xamouts to several thousand.
7. The hed of the ^xapiment was ^cappointed today.
8. Her ^xsalriy is larger than mine.
9. The ^xstate ^xrepresint thatx..... (condi-
tion) present.
10. My ^xpropert in this ^xregoin isx..... (real-
ly) worthless.

II.—COMPOSITION SPELLING TESTS

A—Quinton Pahl—Coefficient 80

WHEN I OVER SLEPT

Sunday night I didn't go to bed untile one o'clock. When finally I got to bed I fell to sleep and never woke up untile half past seven. And hurry up so fast I didn't have time to eat breakfast. So I went to school without any breakfast. That morning my mother had a hard time waking me up. So after that I always go to bed about half past nine or ten o'clock and sometimes earlier and sometimes later. And after that I always got up at seven or early, sometimes a little later.

B—Jack Tucker—Coefficient 34

WHEN I OVER SLEPT

One morning my mother called me to get out of bed. I said, "All right." But I did not get up, I just rold over and went back to sleep. I no more than got to sleep when my mother called me again. I was so sleepy that I did not hear her. When she said that it was eight o'clock I had to be at work at eight-thirty. Soon my dad called me. Then I got up and dressed and ate my breakfast. I looked at the clock and it was eight-thirty. When I got to work I was twenty mints late. My boss said if I was late again he would fire me. After that I got up at seven o'clock. The next morning when my mother called me I got up. I did not let her call—

It will be observed Quinton's most glaring mistakes are mispronunciation, omission of letters and transposition of letters. Evidently he says *excaped* for *escaped*, *goverment* for *government*, and *repersents* for

represents. His first aim should be correct pronunciation. He should exercise care in studying the syllables of a word. Then he will not think *sal-ray* but *sal-a-ray*, not *gen-ral* but *gen-er-al*. After the word is di-

vided into syllables he should study each segment so that he will not want to write *for-gien* for for-eign, nor *re-gien* for region. Last of all, he should watch that the ends of his words do not become lazy. The *ed*, *ly*, *s*, etc., must work just as the other letters do.

Jack Tucker has a bigger task ahead of him. Evidently he is not well founded in his spelling: three words were omitted entirely, three he evidently could not spell and two he did not understand. *Plames* (claims) could not well be settled promptly (omitted), nor can one *complint* (complete) a picture. Mispronunciation also needs to be overcome. He should practice saying words carefully and distinctly so that he does not hear *intire*, *excaped* or *represint*. He should close his eyes and try to see what he heard himself say, then he could not see *apiment*

for department, nor *form* for foreign. Let him be careful about making some letters do other people's work, as *genarel* for general and *salriy* for salary. Studying by syllables should overcome such mistakes as *com-fick* for convict and *de-ires* for de-sires. He should not try to make some letters late to work by leaving off the endings.

In the composition spelling test Quinton wrote 95 words, 50 of more than three letters, and had four mistakes. This gave him a coefficient of 80. Jack wrote 142 words, 59 of over three letters, with two mistakes, giving him a coefficient of 34. While Jack's coefficient is lower than that of his classmate, his vocabulary (on the same subject) is more meager and thus his improvement is more seeming than real. Both boys appear to have used rather simple words which they felt confident of spelling.

CONCLUSIONS

From the present diagnosis it seems clear that spelling difficulties arrange themselves under well defined heads. Once the child locates the "trouble spots" which are holding him back improvement should be easy. The method of diagnosis arouses the child's

interest, because he locates his own mistakes and comes to understand definitely wherein his difficulty lies. It gives him a target at which to aim and the technique for overcoming his difficulties is the arrow with which he shoots.

EDITORIALS

The Elementary English Review

THE ELEMENTARY ENGLISH REVIEW is published monthly from September to June in the interest of teachers of English in the elementary schools. It is sponsored by the following board of advisers:

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THE DIAGNOSIS OF FAILURES IN ENGLISH

The article, "Diagnosis of Spelling Difficulties," page 225 is worthy of special attention. The resourceful teacher will find ways of applying the principle of diagnosis to other problems in the teaching of elementary school English. This article will prove to be suggestive and helpful whatever the character of the problem dealt with.

Education is in part a process of normal growth, but as is true of physical growth, this process is often interfered with by causes which must be specifically treated

in order that further growth may take place in a normal way.

Diagnosis in education as in medicine is a *practical* procedure in special cases only. It is a helpful procedure when there are unmistakable signs of sickness or of broken health. In cases of good health, as in cases of normal progress and achievement in school, diagnosis would be absurd. However, in special cases, it is a matter of common sense to endeavor to find out the causes of a difficulty before attempting to say what the remedy shall be. Language difficulties, many of them, can be definitely analyzed, and remedies found that relate specifically to the ailment. This is true with reference to composition, spelling, and reading—in fact, to all phases of elementary school English.

The teacher of English should recognize the fact that there are *definite causes* for failures in English, and that these causes must be determined in every instance before intelligent teaching can be depended upon to remove the failures.

THE OCTOBER NUMBER

Unavoidable circumstances caused delays in issuing The Review during the fall months.

In order to *catch-up* with the schedule, and make the *current number* correspond with the calendar month, a substitution is being made for the October number for the present and *Volume I, number 6* is being dated November.

An extra number of THE REVIEW will be added in the spring, perhaps as a special Summer School and Vacation number to take the place of the October number and to complete the 10 issues for the school year.

REVIEWS AND ABSTRACTS

THE FUN BOOK—By Mabel Guinnip LaRue, Macmillan Company, New York, 1924. Illustrated by Maud and Miska Petersham.

This is a delightful book for first graders. As the title suggests it is from cover to cover every bit fun. The author writes with no hidden purpose and she does no moralizing, but she relates clear, jolly, chuckling adventures in the way that all children love to read them—simple sentences, smooth diction, and plenty of amusing repetition. Her subjects are mostly familiar animals, as pigs, geese, mice, hens, ducks, robins, bunnies, bees, ants, squirrels, owls, kittens, and sheep—and they are depicted with much whim and drollery. The book begins *where the children are* which is well-nigh in babyhood. Hence there is much appeal in the humanized animal characters. The animal speeches which so often are repeated, are delightful to children. The narratives are short and simple for children to follow.

The illustrations are by no means less interesting than the stories. The animals are pictured as chubby and cunningly formed, dressed in the happiest kind of colors and styles, and their expressions tell many an amusing story. They are the kind of pictures that make very young children squeal with delight.

Of course the little book contributes no very great deal of originality to its field of literature. Its characters are old and familiar; the stories not singular. But it is the old characters and familiar stories discovered in a new light and treatment that children love so much. I found no particular method or plan advocated by it; it seems at best to be a lovable little book for supplementary reading in the first grade and it pretends to be no more.

VIRGINIA SNOW.

THE CLEVER LITTLE PEOPLE WITH SIX LEGS, By Hallam Hawkesworth, New York City: Charles Scribner's Sons, 1924.

We are inclined to believe that Hallam Hawkesworth's book, "The Cléver Little People With Six Legs" will prove even more fascinating to its young readers than the other two very attractive books in his series, "Strange Adventures in Nature's Wonderland." To be sure, his accounts of

the "Adventures of a Grain of Dust" and the very "Strange Adventures of a Pebble" were very delightful reading, but the pebble and the grain of dust only "seemed" to be alive and these clever little people with six legs "are" alive—and what busy little insect people they are! Really, they make us quite ashamed of ourselves.

In spite of the author's first word of pleasant warning, "Oh, you needn't be surprised at any of the stories read in *this* book," we are surprised and delighted, too, (just as the author intended us to be whether we are grown up or not) as we journey from one wonderland into another and watch these clever little insect people at work and at play. Indeed, we even learn, among countless interesting things, of the marvelous sleep of some of these little insect friends of ours, a sleep that results in such a startling and wonderful awakening when fuzzy caterpillars become beautiful winged creatures, moths of exquisite beauty. "For," as the author says, "what could be stranger than to dream you are Somebody Else and then have the dream come true!" And what interesting things we learn about other insect folk as the author reveals one astonishing fact after another! Sometimes, he tells us a secret, too, in his inimitable fashion. "I don't want to hurt anybody's feelings, but I must say," he observes in a very confidential fashion, "that the ants are even cleverer than their cousins, the bees, in the use of their tools—and goodness knows the bees are clever!"

The illustrations are well-chosen and satisfying; the chapter headings, alluring; and the stories following them are told in such a vivid fashion that even the most exacting small person cannot help but be charmed. Indeed, many of his "whys" are answered almost before he has had a chance to ask them, and the very pleasant little game of "Hide and Seek in the Open" leads him to discover very many things for himself in the most delightful laboratory in the world, the great out-of-doors, with the author as a very real companion and teacher. This is nature study at its best and a literary treat in the bargain.

MONICA EVANS.

FROM THE PERIODICALS

POPULARIZING ACCURACY—"Accuracy in the use of English *must* be popularized in a democratic system of education. Accuracy can be popularized only by careful selection of points of emphasis and the avoidance of meticulous and false accuracy. Accuracy can best be popularized by methods which arouse direct and vigorous response from the pupils."—Rewey Belle Inglis, *The English Journal*, XIII (October, 1924) page 567.

THE NEW REPUBLIC for November 12, 1924, contains a section devoted to elementary education. Among other noteworthy articles, are: *The Public Elementary School: Its Status and Problems*, by William Heard Kilpatrick; *The Curriculum of the Elementary School*, by Edwin C. Broome; *Practical Revision of the Curriculum*, by W. W. Charters; *Fitting the Curriculum to Individual Children*, by Carleton W. Washburne; and *Financing the Elementary School Program*, by George D. Strayer.

CLASSICS OF THE FUTURE—A critique of modern poets—Millay, Wylie, Robert L. Wolf, Rose O'Neil, Louise Bogan, and Rolfe Humphries—by Genevieve Taggard. *American Review* (November-December), 1924. Page 620.

GIVING THE YOUNG PERSON A BOOK—Miss Seaman suggests means of arousing children to the joys of books. Her article is interesting to everyone who deals with children or with books—parents, English teachers, and librarians.—Louise Hunting Seaman, *The Bookman*, LX (November, 1924). Page 300.

LIBRARY WORK IN A RURAL SCHOOL—One solution to the library problem of a one-room country school.—Virginia Lynch, *Wilson Bulletin*, II (October, 1924). Page 291.

THE KITE THAT WOULDN'T FLY—A story for children.—Arnold Patrick, *The Bookman*, LX (November, 1924) page 315.

EDUCATION FOR A WORLD OF TEAM-PLAYERS AND TEAM-WORKERS. "The most formidable current problem of educational science is this: How far should we educate people to be alike, and how far dare we educate them to be different from each other?"—David Snedden, *School and Society*, XX (November 1, 1924) page 514.

ENGLISH INSTRUCTION—ITS DAILY APPLICATION—A description of methods used in the sixth grade of the Francis W. Parker School of Chicago. Pupils were led to appreciate ease in expression afforded by an adequate vocabulary. Study of the parts of speech was made in connection with composition; for example, the children were helped to see the vitalizing effect of verbs in a sentence by experimenting with different verbs and noting the effect. Class discussion and criticism made sentence structure a vital topic. The account shows the course to be enlivened by real interest rather than by devices.—Grace Vollintine, *Journal of Educational Method*, IV (October, 1924) page 47.

SHORTENING THE ELEMENTARY SCHOOL—The laboratory schools of the University of Chicago established the fact that repetition is not only needless, but often harmful. ". . . any elementary school in fact can accomplish all of the purposes of the junior high school if it will reconstruct its curriculum radically enough to eliminate all unnecessary review and introduce vital and interesting discussions for the older pupils."—Charles H. Judd, *Bulletin of the Department of Elementary School Principals*, IV (October, 1924) page 12.

THE ELEMENTARY SCHOOL ASSEMBLY—An account of assembly at Stuart School, Norfolk, Va., which should be of practical value.—Courtland V. Davis, *Bulletin of the Department of Elementary School Principals*, IV (October, 1924), page 56.

(Continued from page 216)

tion. However, I fear that when she returned to school in the fall, she followed the path of least resistance and went on with her memory work. It was useless to speak to her mother, as she is not of the type who is interested in her children's education, and

thinks that the realm of the teacher should not be infringed upon. "On this point I do not agree with her, and still fight a battle in my own mind as to whether I should carry on my past campaign to what results only Providence can tell.



HOLLYHOCKS

Isabel DeVine Moore

I love the merry hollyhocks
Of shading pinks and creams and reds,
That, tip-toe, in my casement peep,
And blushing, nod their friendly heads.

They beckon to the golden bee,
Who pauses in her hov'ring flight
To creep within the silken cups
And sip their sweetness with delight.

Bewitching fairy parasols!
What more could Princess Mab desire?
A milky white? A wine? A gold?
A shade that caught the sunset's fire?

I love the merry hollyhocks;
Against the chimney's neutral grey
They flame,—a patch of happiness
Upon a melancholy day.

SHOP TALK

A COMMITTEE headed by Dr. Carleton Washburne of the Winnetka schools, aided by a small grant by the Carnegie Corporation, is engaged in a study of the scientific grading of elementary school supplementary readings. All books included in the final report will be checked for quality either by inclusion in such careful lists as the limited one of the American Library Association or by a committee of expert judges consisting of parents, children's librarians, and elementary-school teachers who demonstrate a clear regard for excellence in literature.

Grading will be done by means of children's ballots upon books they have just read. The ballots will allow children to vote for books under four headings, from

- (1) the best I have ever read, to
- (4) I don't like it.

They will also provide space for commenting on the book, as "Easy to read" or "It has lots of hard words." There will be space provided for brief comment from which the committee hope to choose excellent promotive notes to accompany the final list.

The placement of books will be checked not only by the school grade of the child, but also by his reading score. Children's librarians and grade school teachers or supervisors who wish to help in this investigation may, by writing to Dr. Washburne at Winnetka, score materials so long as these are available.

THE 25th Yearbook of the National Society for the Study of Education will consist of two parts: the report of the national committee on reading, with Dr. Gray as chairman, whose work has already been described in the *Elementary English Review*, and a very complete study of individual instruction as carried on in many elementary and high schools, with a comparative treatment of the results secured by this type of procedure and by segregation of pupils ac-

cording to intelligence tests. The latter Yearbook is being prepared under the direction of Dr. Carleton Washburne of Winnetka.

THE YEARBOOK of the Department of Superintendents of the National Education Association is to be a summary of scientific studies in various school fields prepared by a large group of national committees.

The Materials of Reading: Their Selection and Organization by Willis L. Uhl, Associate Professor of Education in the University of Wisconsin (Silver, Burdett & Co., 1924) is a complete summary and interpretation of all the scientific studies to date on the content of reading and literature in the grades and high school. It contains also discussions of children's interests and of the social worth of reading, and of how investigations of reading processes affect the selection and organization of courses, as well as summaries of detailed studies in vocabulary and of reading disabilities and the like. This is an invaluable compilation of all that we now know on the subject and should be made available to all school authorities and committees engaged in the selection of text books and the reorganization of courses of study.

S. L.

AN UNUSUALLY significant study of *English Vocabulary Work among Immigrant Children* has been recently completed by

W. J. Osburn, Director of Educational Measurements; R. E. Balliet, Supt. of Schools, Sturgeon Bay, Wis., assisted by Miss Margaret Best, Miss Adelaide Hemes, Miss Margaret Schmidt, Miss Elsie Stone, and Miss Elizabeth McCormick, Principal, Superior, Wis.

Miss Elizabeth McCormick, Principal, Superior, Wis.

This may be obtained in mimeographed form from the State Department of Public Instruction, Madison, Wisconsin. The pro-

cedure consisted of examining compositions from 173 pupils mainly from non-English speaking homes, and of 91 pupils of more normal English environment. The aim was to discover from a total of approximately 10,000 and 8,000 running words respectively, the exact vocabularies in each case. Of the total, 200 words, most of which were in the first 500 words of the Thorndike List and in the second grade of Dr. Jones' investigation, made up more than four-fifths. The specific discoveries as to distribution of parts of

speech, Latin-Greek derivatives, abstract words, prefixes, suffixes, and growth in vocabulary are of the highest importance to all teachers of grade-school children. The study represents a very fine contribution, particularly to the work of the national committee on English essentials. Teachers who have completed or have in process other investigations of this or similar kind are earnestly requested to send them to the Secretary of the National Council of Teachers of English for the help of this committee.

S. L.

AMONG THE PUBLISHERS

Aunt Este's Stories of the Vegetable and Fruit Children. By Edna Groff Deihl. Illustrations by Vera Stone. Chicago, Albert Whitman Company, 1923-24.

Clown Town. By Dixie Willson. Pictures by Erick Berry. Garden City, N. Y. Doubleday, Page & Co., 1924.

New Stories to Tell to Children. By Sara Cone Bryant. With illustrations by Frank C. Pape. Boston, Houghton Mifflin Co., 1923-24.

Mother Goose. Pictures by C. B. Falls. Garden City, N. Y. Doubleday, Page & Co., 1924

Doctor Dolittle's Circus. By Hugh Lofting. New York, F. A. Stokes Co., 1924.

Silverhorn: The Hilda Conkling Book for Other Children. With illustrations by Dorothy P. Lathrop. New York, F. A. Stokes Co., 1924.

The Poppy Seed Cakes. By Margery Clark. Illustrated by Maud and Miska Petersham. Garden City, N. Y. Doubleday, Page & Co., 1924.

Porridge Poetry. Cooked, Ornamented and Served Up by Hugh Lofting. Published by F. A. Stokes Co. New York, 1924.

Summer at Cloverfield Farm. By Helen Fuller Orton. With illustrations and decorations by R. Emmett Owen. New York, F. A. Stokes Co., 1924.

Methods in Adult Elementary Education With Correlation and Application of Material. By Nina Joy Beglinger. New York, Charles Scribner Sons, 1924.

Shorty: A Nursery Tale From Far Away. By N. Grishina. New York, F. A. Stokes Co., 1924.

New Aldine Language Series: Aldine First Language Book: For Grades Three and Four. By Catherine T. Bryce and Frank E. Spaulding. Aldine Second Language Book: For Grades Five and Six. By Catherine T. Bryce and Frank E. Spaulding. New York, World Book Co., 1924.

The Stranger From Up-Along. By Theodore Goodridge Roberts. Illustrated by Rodney Thomson. Garden City, N. Y. Doubleday, Page & Co., 1924.

Big Beasts and Little Beasts. By Andre Helle. With twenty illustrations in color by the author. New York, F. A. Stokes Co., 1924.

English Essentials for Junior High Schools. Books one and two. By William D. Miller and Harry G. Paul. Chicago, Lyons and Carnahan, 1924.

On Pacific Frontiers: A Story of Life at Sea and in Outlying Possessions of the United States. By Captain Carl Rydell. Edited by Elmer Green. Illustrated with drawings by H. Boylston Dummer. (Pioneer Life Series).

- Yonkers-on-Hudson, N. Y. World Book Co., 1924.
- Education Moves Ahead: A Survey of Progressive Methods. By Eugene Randolph Smith. With an introduction by Charles W. Eliot. Boston, The Atlantic Monthly Press, 1924.
- Better Everyday English. H. G. Paul. Chicago, Lyons and Carnahan, 1924.
- A Circus A B C. By Dixie Willson. Illustrations by Erick Berry. New York, F. A. Stokes Co., 1924.
- Sing-Song: A Nursery Rhyme Book and Other Poems for Children. By Christina G. Rossetti. Illustrated by Marguerite Davis. New York, The Macmillan Company, 1924.
- Squiffer. By Hal Garrott. Illustrations by Dugald Walker. New York, Robert M. McBride Co., 1924.
- Précis Writing for American Schools: Methods of Abridging, Summarizing, Condensing: With Copious Exercises. Edited by Samuel Thurber. Foreword by Charles Swain Thomas. Boston, The Atlantic Monthly Press, 1924.
- Wonder Tales From Far Away. By Frederick H. Martens. Illustrated in color and black and white by da Loria Norman. New York, Robert M. McBride & Co., 1924.
- The Island of the Mighty: Being the Hero Stories of Celtic Britain Retold from the Mabinogion. By Padraic Colum. Illustrated by Wilfred Jones. New York, The Macmillan Company, 1924.
- The Medieval Society Romances. By Sarah F. Barrow. New York, Columbia University Press, 1924.
- An Army Boy of the Sixties. By Alson B. Ostrander. Edited by Howard R. Driggs. Illustrated with drawings by H. T. Fisk, and with photographs. (Pioneer Life Series.) Yonkers-on-Hudson, N. Y. World Book Co., 1924.
- Picture Tales for Tiny Tots. By Helen Cowles LeCron and Bertha Shore Jewett. New York, F. A. Stokes Co., 1924.
- Guessing the Geese in the Goose Family. By Margaret E. Wells and H. Mary Cushman. Garden City, N. Y. Doubleday, Page & Co., 1924.
- Rumpty-Dudget's Tower: A Fairy Tale. By Julian Hawthorne. With frontispiece in color and illustrations in black and white by George W. Hood. New York, F. A. Stokes Co., 1924.



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WORLD FEDERATION
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THE WORLD Conference on Education, held in Oakland, San Francisco, June 28-July 6, 1923, under the auspices of the National Education Association of the United States, started currents of influence which, flowing out to the farthest corners of the world, are destined to change the attitude of educational workers toward world problems.

Perhaps the most far-reaching act of this Conference was the organization of a World Federation of Education Associations, an organization to represent comprehensively the forces working for universal education, and so to promote international understanding, good will, co-operation, and justice.

The first Convention of the World Federation of Education Associations will be held in Edinburgh, Scotland, July 20-28, 1925. Educators from all parts of the world will attend. In Great Britain and on the Continent, interest is not confined merely to educational circles. Many of the men most prominent in the political life of Europe, have been quick to realize the tremendous potentiality for good of such a movement, and have signified their intention to be present and participate.

Educators and others who will be interested in including this Convention in their next summer's plans should take steps to assure the necessary reservations on steamships, in hotels, and for such travel plans as they may wish to make subsequent to the convention.

For further information regarding the program of the Convention, address

AUGUSTUS O. THOMAS, *President*,
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Last night I dreamed I waked to find the toys were leaving town.—
The snow was deep in every street. The moon was shining down.—
They leaped and flew, as snow flakes do, before a wintry breeze.
“There’ll be no play,” they seemed to say “there’ll be no Christmas
trees.”

The Teddy Bears were in one line; the elephants marched together.
In separate flocks the birds came by, in bobbing plume and feather.
And Jumping Jacks, with bending backs, each danced upon his toe;—
While painted clowns their donkeys rode, and raised their horns to
blow.

Then came the bisque and china dolls who all their lives had strolled;—
They ran like runners in a race, or slipped and slid and rolled.
They left their tracks upon the snow that in the moonlight glistened.
With face against the window glass, to every sound I listened.

I heard the tread of padded feet, of camels, cats, and kittens.
I heard the noise when one black cat dropped a pair of mittens.
Their lines were passing all that night, till dawn and break of day;—
When all at once some reindeer came with Santa and his sleigh.

And it was strange, though in a dream, to see what Santa did,
When every toy stopped in its tracks to do what he should bid.
From out his sleigh, his pack he took, and spread it on the ground.
He beckoned all the toys to come. There was silence all around.

The opening to the pack loomed up, big and round and dark.
Near it good old Santa stood—like Noah by his ark.
The poodle dogs went slowly in with dainty steps and sneezes.
Inside they seemed to think there’d be no draughts and wintry breezes.

Each beast and bird and doll walked up and stepped into the pack.
And Santa drew its draw-strings then and flung it on his back.
And bending low beneath the load, he tossed it in his sleigh.
Each reindeer then he called by name and drove them far away.

